**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title:** This is My Story Part II | | **Corresponding Unit Task:** Performance Task 3; Day 3 |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | Comparison, contrast, prompt, similarities, differences, block method, point-by-point method, transitional expressions, | |
| **Materials/Resources** | Holt Literature Comparision/Contrast Essay Writing Workshop Evaluating and Revising Chart, pp.772-776; Completed comparison/contrast foldable; competed first draft | |
| **Bell Ringer/Activator** | DGP | |
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| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9;** **RI.7.9;** **W.7.2 A-F;** **SL.7.2; L.7.6**  **I Can Statements:**  I can compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  I can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  I can write informative explanatory texts to examine a topic and convey ideas through analysis of relevant content.  I can analyze the main ideas and supporting details presented in a biography, poem and a video, and explain how the ideas clarify a topic.    I can use accurately grade-appropriate general academic and domain-specific words and phrases.  **Instructional Plan:**   * On a sticky note, students list 2-3 questions or concerns they have about their draft that they would like addressed or answered during the revision process. * Teacher shows students a copy of the Evaluating and Revising Chart and models how it is used using a teacher-created draft, or student draft from another class. * Students use a transparency/peer editing checklist to mark their own essays using the checklist, with teacher assistance. * Teacher cooperatively and heterogeneously pairs students according to organizational strategy OR, by ability to engage in peer revision. * Students exchange sticky notes, essays and transparencies/peer editing check lists to mark essays during the peer revision process. * Students discuss constructive critiques with their partners; then return to their individual seats. * Teacher reviews and models the Revision Techniques section of the Evaluating and Revising chart. * Students use their doubly-marked transparencies/peer-editing checklists, and the suggested revision techniques to begin revising their essays. | |
| **Closing/Summarizing Strategy** | On a sticky note, post the most helpful suggestion you received from your peer editor. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
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| **Assessment(s)** |  | | |
| **Reflection** |  | | |